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ABSTRACT

This paper is intended to help supervisors, trainers, and teachers involved in Great Britain's Youth Training Scheme (YTS) understand the principles of participative learning and use them in teaching core skills to YTS trainees. Participative learning is discussed in terms of its emphasis on individual activity in learning and recognition of the importance of motivating students and making them responsible for their own learning. Addressed next is the role of participatory learning in helping students develop competence in job, core, and personal effectiveness skills and learn to transfer these skills to new situations. One YTS instructor's analysis of the 12 core skills involved in the task of slab laying is presented. Next, guidelines are provided for performing similar analyses in other YTS courses. Three examples of participative learning in action are provided. In each example, one group of students performs a typical learning activity (they make a tool box, go on a field trip, or file some documents) in a way that allows for very little planning and decision making on the students' parts, and a second group of students performs the same activity in a way that requires the students to make decisions, formulate strategies, and solve problems. Each example ends with a comparison of the two approaches in terms of the skills and knowledge gained by students taught by each of the techniques. (MN)

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CORE SKILLS & PARTICIPATIVE LEARNING

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CORE SKILLS AND PARTICIPATIVE LEARNING

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YTS CORE SKILLS PROJECT**CORE SKILLS AND PARTICIPATIVE LEARNING**

Participative learning is one of the processes identified in the new design framework for YTS as being essential to the successful delivery of the Scheme's four learning outcomes. This paper outlines some features of participative learning and suggests ways in which the YTS Core Skills* can help supervisors, trainers and teachers to provide opportunities for such learning.

What is participative learning?

In this paper participative learning is taken to have the following characteristics:

it gives trainees a large measure of responsibility for their own learning:

- by helping them to recognise what skills they have, and what additional skills they need to tackle new problems;
- by helping them to recognise how they can develop new skills;
- by giving them some control over the process of their own skill development.

it emphasises individual activity in learning:

- discouraging the passive reception of instructions and information;
- stressing experience and organised reflection on experience as important routes to learning.

it recognises the importance of motivation in learning:

- judging that trainees will learn better when they have some responsibility for their own learning and some freedom to pursue their own interests.

* See also Core Skills in YTS: Part I, a Youth Training Scheme Manual, obtainable from MSC, Room E809, Moorfoot, SHEFFIELD, S1 4PQ at a cost of £2.50. A quick Reference List of these skills is attached to this leaflet.

Why is participative learning important in YTS?

YTS aims to offer trainees the opportunity to acquire:

1. competence in a job and/or range of occupational skills;
2. competence in a range of core skills;
3. the ability to transfer skills and knowledge to new situations;
4. the skills of personal effectiveness.

This is a wider range of skills than has often been expected in vocational education and training. It is not only that more skills are expected; there is also an emphasis on skills of a different sort, to help trainees to adapt to new and changing patterns of employment. Participative learning is stressed in YTS chiefly because the type of skills which it develops are the most appropriate to help young people to cope with these new demands. In the past the process by which young people learnt was generally regarded as less important than the result of learning. Now process itself is stressed because it is by knowing how to learn that young people will be able to adapt to a whole range of new and changing situations.

It might be possible to teach some specific job skills very well by direct instruction and lecture. It is much more difficult to teach for the more varied demands of a whole occupation in this way. It might be possible to 'show and tell' trainees how to operate a till, for example;; it is much harder to prepare them in this way for the whole range of skills needed in retailing. It is simply impossible to teach in this way for employment which might be in a shop, an office or a factory, in an occupation which is to change radically and quickly, or for unemployment. To be prepared for these eventualities young people need to be able to adapt old skills and develop new ones. The ability to adapt is a skill in itself, which must be learnt through experience. Participative learning is this sort of experience.

How do core skills help the development of participative learning?

The core skills are the transferable parts of occupational skills. They describe what processes are going on within all tasks to achieve particular outcomes.

Competence in core skills requires trainees to be able to use those skills in practice - to be able to do things which involve using core skills. For example, knowing how to "find out information from written sources" is not sufficient; to demonstrate competence in this particular skill a trainee will need to be able "to find out information from written sources", such as books, microfiches, diagrams, and index files.

The following example shows how one supervisor in a Mode B scheme developed a more participative approach to a familiar task with the help of core skills. This scheme was involved in a pilot project investigating the possibility of certificating achievement in core skills. One of the jobs his team of trainees was often involved in was slab-laying. Following a visit from one of the project team, he analysed the task of laying slabs for the core skills involved and produced the following breakdown:

(Numbers in brackets refer to the Core Skills Quick Reference List which is attached to this leaflet.)

1. Identify and locate suitable tools, equipment and materials (12.2)
2. Plan the arrangement of the slabs on the path and patio (9.4)
3. Measure and mark out the area to be covered using tape measure, pegs and string (4.1, 4.2)
4. Work out the number of slabs required to cover the area (1.2)
5. Lift and transport slabs to site (12.3)
6. Prepare the ground and lay paving slabs (13.3)
7. Check that the slabs are laid evenly and squarely by estimating levels (11.2, 3.5)
8. Check for "bedding-in" damage (14.2)
9. Carry out procedures for cleaning and returning tools and equipment (14.3, 14.4)

In addition, the opportunity sometimes arose to use the following skills:

10. Plan the tools, equipment and materials required for slab-laying (9.3)
11. Monitor the availability of materials (11.3)
12. Restock when necessary (14.6)

This analysis provided a complete picture of the skills involved in the task, and, therefore, of its potential for learning. The project worker then asked the supervisor to identify those parts of the task that the trainees were actually carrying out, and hence the skills they were using. It turned out that the trainees were mainly involved in 5., lifting and transporting the slabs to the site, 6., preparing the ground and laying the slabs and 9., cleaning and returning the tools and equipment. The supervisor was, effectively, doing all of the thinking for the

trainees, using the skills himself, but not offering many opportunities for learning to the trainees.

This is not uncommon amongst skilled and experienced workers, and even amongst teachers and trainers, - so many of the skills in tasks are internalised that they fail to identify and recognise them, and so fail to realise the extent of the training needed by trainees for them to achieve competence in the whole task.

The task was made more participative as a result of the supervisor asking himself which of the other parts of the task could be carried out by which trainees, under supervision. He decided that two trainees who appeared to have difficulty in using number skills would be asked to measure and work out the area to be covered, and then to work out the number of slabs required to cover the area. He asked another trainee to be responsible for monitoring the availability of tools and materials, and for checking that tools and equipment were returned properly to the store in a clean and safe condition. He also decided that planning the arrangement of the slabs could usefully be carried out as a group exercise, so developing more communication skills than were involved in the original task. Finally, he asked two other trainees to check that the slabs were laid evenly and squarely, to check for damage, and to put right anything they found wrong.

In this way, the supervisor was able to involve his trainees more fully and actively in the task; to give them the opportunity to learn and practise a wider range of skills than before; to gear the training more closely to individual trainees' needs, and to give himself more time to act in a training supervisory role, rather than carrying out most of the job himself.

There is a tendency in education and training to regard any new development as a complete rejection of previous experience and expertise. This example shows that it is a mistake to think of participative learning in this way. The outcome of the task - making a path - remained the same, as did the total range of skills which had to be used. It was not as if trainees had never before participated in their own learning; they had simply been limited to certain sorts of participation.

Two factors were important in encouraging greater participation:

- (i) the supervisor was able to analyse, in simple terms, the whole range of skills which had to be used in slab-laying;
- (ii) the supervisor saw the value of allowing trainees to 'have a go' at more complex skills, even if it meant allowing for some error.

Many trainers and teachers are wary of participative learning because it seems to them to lack discipline and structure. It can appear to be a free-for-all, with little control, and no means of recording exactly what is learnt. It is often easier to describe and control bodies of knowledge which trainees have to learn than it is to describe what they will have to do to be competent in real tasks.

The language provided by the core skills enables supervisors and tutors to think about and describe the whole range of skills needed for competent performance in tasks and activities. It is possible then, by analysis, to identify what skills are being used in the activity as a whole, and so to identify what skills trainees are using by referring to what trainees are actually doing. There will, almost inevitably, be a gap between the skill potential in the activity and the skills being used by trainees.

Beyond this, however, trainers and teachers have to get used to the idea that it can be for the long-term good to allow trainees to make some mistakes in the short-term. It is difficult to leave trainees alone when their course of action is clearly leading them to a wrong answer, or to a faulty product, but it is often quite simply the best way of helping them to learn. The attitude development which is required for this change should not be underrated. Supervisors, trainers and teachers need to develop confidence in new kinds of structures for learning. Most of all, they need to be reassured that changing the structures does not mean ignoring structure, that 'participative learning' is not synonymous with 'free for all'.

In the example of slab-laying learning was made more participative simply by allowing the trainees themselves to use the whole range of skills that were necessary for competence in the task of slab-laying. A similar example draws on the familiar engineering induction task of making a tool box.

Example I - The Tool Box Contrast the following approaches:

1. Trainee A is told exactly what tools to use, how to use them, is given pre-formed parts to assemble, told how to assemble them, and is closely checked and corrected by the supervisor during the assembly stage. In this case the trainee is little more than an adjunct to the supervisor and it is questionable whether he really 'made' the toolbox at all. The range of core skills being used is very small - interpreting spoken instructions; adopting safe working practices; manipulating materials, and operating tools.
2. Trainee B is asked to consider various designs for toolboxes and to decide which one is the most suitable for the purpose; to select the appropriate tools and materials; to assemble the toolbox according to the chosen design specification and to refer to the

supervisor for advice and guidance when problems occur. The supervisor's response, typically, is to encourage the trainee to think of solutions to the problems and to come up with alternative strategies for solving them. Only then, if necessary, does he provide the answer.

In this case, the trainee really did make the toolbox, with appropriate help from a skilled adult. In addition, he developed and was able to show competence in a wide range of core skills, including at least the following:- interpreting diagrams and pictorial representations; estimating the fit of items; estimating shapes and angles; measuring the dimensions of an object; marking out required dimensions and shape; finding out information by speaking to other people; finding out information from written sources; interpreting spoken and written instructions; providing information by explaining to others about problems that had occurred in the job; asking other people for assistance; discussing with other people how things were to be done; planning tools and equipment needed for a task; deciding between alternative courses of action; deciding how to make the best of an awkward situation; checking that the task was being performed to standard; identifying tools and equipment needed; adopting safe working practices; manipulating materials; operating tools; setting up equipment; checking products for quality and accuracy, and carrying out procedures to store tools.

This extension of responsibility, of playing an active part in all aspects of a task, and the resulting dividend in terms of motivation, is further demonstrated in the next example.

Example II The Visit Many schemes include visits for trainees to places of industrial, commercial, or cultural interest. Such visits can take different forms and include different practices, as the following contrasting examples show.

1. Group C, from an industrial area, visited a nearby rural market town. The tutors involved decided where to go; organised the transport and food for the trip; gave the trainees a questionnaire to complete on a guided tour of the town; allowed some free time for the trainees at the end of the day, and told them what time to be back at the coach.

The trainees were given no responsibility for any part of the visit and reacted accordingly. Few completed the questionnaire and some went missing on the guided tour; there were complaints to the police about their behaviour during the day, and the journey back was severely delayed. Those trainees who completed the

questionnaire used some core skills (especially finding out information by speaking to other people), many of the other trainees used a variety of core skills, but not in a very constructive fashion! The tutors also used many core skills, especially in providing information by explaining to others about problems that had occurred in the job, after the event.

2. Group D, also from an industrial town, visited London for the day. The decision to visit London was made after the group had suggested different destinations and voted on which place to visit. The visit took place at the end of a period of block release for off-the-job training, part of which was devoted to planning the trip. The trainees divided themselves into small groups to plan the visit. One group was responsible for making the travel arrangements, which they did after comparing the costs and benefits of alternative modes of travel; another group planned the itinerary for the day using maps, and made the appropriate arrangements; another group arranged, costed and prepared the food. Each trainee made a small contribution to the cost of the visit, which was decided in group discussion. It was decided to keep a photographic record of the day, and two trainees took the responsibility for arranging this. During this preparatory stage the tutors were involved in giving advice and encouragement, helping with writing letters and obtaining supplies of materials, and so on. The visit itself passed without incident. The group sub-divided during the day to see various places of interest; not all sub-groups were supervised by a tutor, and everyone caught the train back.

Core skills used by trainees were extremely wide-ranging and varied according to the individual responsibility taken both at the planning stage and on the visit. They included at least the following:- working out numerical information; working out the cost of goods and services; locating places by interpreting number and letter systems; estimating the time needed for an activity; comparing the cost of different goods and services; finding out information by speaking to other people and from written sources; providing information by speaking and in writing; asking other people for assistance; discussing with other people how things were to be done; planning the order of activities; planning who was to do what and when; planning tools and equipment needed for a task; planning how to find information; deciding between alternative courses of action; checking written information; operating tools and equipment.

This example clearly shows how the decision to allow participation triggers off a series of new possibilities. Because the trainees could decide where to go, there was the possibility of group discussion and because they could make their own arrangements there was the possibility of small group planning sessions. These activities multiply the available learning opportunities many times over.

Example III Filing The examples so far have looked at core skills and participative learning in off-the-job training. The next example looks at two ways of arranging a common task in work experience.

1. Trainee E was asked to obtain a particular file from a cabinet in order to extract information on accounts overdue. The supervisor told him which cabinet to go to, and where the file was located in the cabinet. She then referred the trainee to the appropriate documents in the file, before allowing the trainee to copy out the information required.

The trainee was using very few core skills and at a very low level - finding out information from written sources and providing information in writing - and it would probably have been as quick for the supervisor to do the whole of this part of the task herself. There was hardly any understanding of anything on the part of the trainee.

2. Trainee F was also asked to compile a list of overdue accounts. She had to find out how the filing system was organised and was encouraged to ask her supervisor for help if she ran into difficulties. She then had to find the relevant files and to extract the information requested from the apparent confusion, checking that it was exactly what was required. When the supervisor realised that some information was missing the trainee was encouraged to retrace her steps through the system, this time with more help from the supervisor. When the task was completed the trainee was encouraged to think about the steps that were taken, the skills she had used, the principles that were involved, and the usefulness of this learning in other situations.

Here the trainee had to work towards an understanding of the way in which information is organised. She had learned that a system existed and that apparently complex, even intimidating, systems can be understood with perseverance. On the way to this understanding, she used a wealth of core skills:- interpreting numerical data; identifying items by interpreting number and letter codes; finding out information by speaking and from written sources; interpreting spoken instructions; providing information by speaking and in writing;

providing information by explaining about problems that occurred; asking other people for assistance; discussing how things were to be done; planning how to find information; deciding when action was required; checking that she was performing the task to standard; checking written information; identifying and locating equipment and items; carrying out procedures to hand over results.

In all of these examples, the product of the various activities was approximately the same - the trainees made a toolbox, went on a visit, extracted information. In terms of learning, however, the outcomes were vastly different. The training was a much richer experience for the trainees in the second situation in each set - they developed a much greater range and depth of skills because of the participative approaches used.

In all of the activities a wide range of skills was being used. However, in the first of each pair of examples they were mainly being used by the supervisors and tutors involved; in the second they were mainly being used by trainees. In the first example, a wealth of learning potential was being neglected, left untapped and unexploited because the style of training adopted inhibited skill development. Movement from the first approach, with its formal/didactic mode, to the second, experiential/participative mode, can be undertaken systematically by supervisors and tutors.

The steps involved in this are:

- identify the full range of skills needed to complete a task/activity successfully - this will give the full potential for learning;
- identify those skills which are actually being used by trainees - this will reveal the gap between actual and potential learning opportunities;
- seek ways of enabling trainees to carry out more parts of the task, according to individual learning needs;
- assess the progress of trainees in developing these new skills, and seek to move to a position where all the trainees are competent in carrying out the whole task.

It is also possible to use core skills to develop a more participative approach towards activities which are knowledge-centred. For example, it is often assumed, rightly, that trainees are entitled to know about their rights under the law as consumers, say, or as users of the social security system. A common approach to this need for trainees to gain knowledge is simply to tell them their rights, by using lectures, visiting speakers, handouts, and so on. An approach based on core skills would start off by teachers asking themselves how trainees could be encouraged to find out what their rights are. This could then proceed either by drawing on trainees' own experiences, or by

setting up role-plays, in which trainees are led to seek answers to specific real or simulated cases.

Such an approach readily leads onto trainees planning their own inquiries, inviting experts to meet them, preparing questions to put to visitors, acting out situations, making their own arrangements to visit agencies which can provide the answers they seek, and so on. Knowledge gained by these methods is much more likely to stick than is knowledge which is simply delivered. Perhaps as important, trainees will have developed strategies for finding out information from a variety of sources, and so will be better equipped to cope with similar situations that may occur in the future. In this way, deliberately using core skills to increase trainees' participation in knowledge-centred activities has the bonus of enabling trainees to develop knowledge and skills in conjunction with each other, so avoiding the artificial separation between the two which often leaves trainees wondering why they are being asked to learn either.

Active, participative training styles lead to trainees seeing skills they are using and, hence, to gaining an ownership of those skills. This in turn will make it easier for them to transfer those skills to new situations and so make retraining much easier, quicker and more economical. For example, in filing (eg. III), there is little doubt that trainee F would find it much easier to move into a different situation where information was stored, say a library or parts department in a garage, than trainee E, because he would have a much stronger understanding of systems, their operation, and ways into them.

Attention to participative learning through the use of core skills leads us into a full consideration of what is meant by "competence in a job", away from a narrow preoccupation with the product and into a consideration of the processes necessary to achieve a successful result. It emphasises the difference between a "physical outcome" and a "learning outcome" - both are results of the training process, but training is primarily about learning. This approach carries with it both a recognition of the skills which trainees possess, and a means of identifying the reasons for unsatisfactory performance, by identifying particular skills which trainees have used well, and areas in which further training is required. For example, in making the toolbox (eg. I), the trainee may well have been able to use the tools correctly to assemble the toolbox, but still have not made a satisfactory product because of an inability to measure and mark out the steel correctly. In this event, the trainer would need to provide further training in this skill, whilst recognising the trainee's ability to use the tools correctly.

Finally, the core skills and participative learning also make a major contribution to the other intended outcomes of YTS. Consider the two examples of making the toolbox (eg. I) and their respective contribution to the YTS outcomes:

1. in terms of "competence in a job" trainee A's competence will merely reflect the competence of the supervisor at carrying out the task in hand. Trainee B will have demonstrated real competence in carrying a task right through. A comparison may be made with a machine. The toolbox made by trainee A may as well have been made by a fully-automated process - and few would argue that machines are 'competent' in anything but a totally procedural sense. Examining the product or end-result of the activity in itself will give us little, if any, indication of competent performance;
2. in terms of "the ability to transfer", trainee A has acquired far fewer transferable skills and is far less aware of his ownership of these skills than is trainee B. He is far less likely to be able readily to move to different situations with confidence. For example, if the next item to be made is, say, a rabbit hutch, trainee A is very likely to need the same level of intervention by the supervisor as he received in the first task, whereas trainee B is likely to need less support because the process skills used are very similar, even though the tools and materials used are quite different;
3. in terms of "personal effectiveness", trainee A is still highly dependant on the supervisor for successful performance. He will have gained little self-confidence, nor have been encouraged to show any initiative. Hardly any personal development will have taken place, and, indeed, any negative self-image is likely to be reinforced. Trainee B is likely to be much more self-confident in his ability to work independently, to cope with problems, and to seek advice without feeling exposed to ridicule.

Other papers in this series will explore the relationships between the YTS processes and outcomes in more detail.

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THE CORE SKILLS: QUICK REFERENCE LIST

NUMBER

1. **Operating with numbers**
 - 1.1 Count items singly or in batches.
 - 1.2 Work out numerical information.
 - 1.3 Check and correct numerical information.
 - 1.4 Compare numerical information from different sources.
 - 1.5 Work out the cost of goods and services.
2. **Interpreting numerical and related information**
 - 2.1 Interpret numerical data or symbols in written or printed form.
 - 2.2 Interpret diagrams and pictorial representations.
 - 2.3 Interpret scales, dials and digital readouts.
 - 2.4 Identify items by interpreting number, colour, letter codes or symbols.
 - 2.5 Locate places by interpreting number, colour or letter systems.
3. **Estimating**
 - 3.1 Estimate quantity of observed items or materials.
 - 3.2 Estimate quantities required for a process.
 - 3.3 Estimate portions or shares.
 - 3.4 Estimate dimensions of an observed object or structure.
 - 3.5 Estimate weight, volume or other properties.
 - 3.6 Estimate the time needed for an activity.
 - 3.7 Estimate the time an activity has been going on.
 - 3.8 Estimate the rate of use of items or materials.
 - 3.9 Estimate the cost of goods and services.
 - 3.10 Estimate and compare shapes or angles.
 - 3.11 Estimate the size of gaps or holes and the fit of items.
 - 3.12 Estimate required sizes of containers or covering materials.
 - 3.13 Estimate size or shape for the purpose of sorting.
 - 3.14 Estimate settings for tools, equipment, machinery.
4. **Measuring and marking out**
 - 4.1 Measure the dimensions of an object or structure.
 - 4.2 Mark out required dimensions and shape.
 - 4.3 Measure weight, volume or other properties.
 - 4.4 Measure out a required weight or volume.
 - 4.5 Measure the time a process or activity takes.
5. **Recognising cost and value**
 - 5.1 Compare the cost of different goods and services.
 - 5.2 Compare the relative costs and benefits of buying or using goods and services.
 - 5.3 Recognise the value of items in order to take appropriate care of them.

COMMUNICATION

6. **Finding out information and interpreting instructions**
 - 6.1 Find out information by speaking to other people.
 - 6.2 Find out information from written sources.
 - 6.3 Find out information by observing.
 - 6.4 Interpret spoken instructions.
 - 6.5 Interpret written instructions.
 - 6.6 Find out the needs of other people in the workplace.
 - 6.7 Find out the facts about things that have gone wrong.
 - 6.8 Find out the needs of customers and clients.
7. **Providing information**
 - 7.1 Provide information by speaking to other people in the workplace.
 - 7.2 Provide information by speaking to customers and clients.
 - 7.3 Provide information in writing, and by means of tables and diagrams.
 - 7.4 Provide information by demonstrating to other people.
 - 7.5 Provide information by answering questions in the course of the job.
 - 7.6 Provide information by explaining to others about problems that have occurred in the job.
8. **Working with people**
 - 8.1 Notice when to ask other people in the workplace for assistance.
 - 8.2 Ask other people in the workplace for assistance.
 - 8.3 Notice the needs of customers, clients, and other people in the workplace.
 - 8.4 Offer assistance to other people in the workplace.
 - 8.5 React appropriately to requests from other people in the workplace.
 - 8.6 Discuss with other people in the workplace how things are to be done.
 - 8.7 React appropriately to complaints from other people in the workplace.
 - 8.8 Offer assistance to customers and clients.
 - 8.9 React appropriately to requests from customers and clients.
 - 8.10 Converse with customers and clients in order to establish or maintain an appropriate relationship.
 - 8.11 React appropriately to complaints from customers and clients.
 - 8.12 Notice where people behave exceptionally and whether action is required.

PROBLEM SOLVING

9. **Planning determining and revising courses of action**
 - 9.1 Plan the order of activities.
 - 9.2 Plan who does what and when.
 - 9.3 Plan tools, equipment, machinery, and stock and materials needed for a task.
 - 9.4 Plan the arrangement of items.
 - 9.5 Plan how to communicate for a particular purpose.
 - 9.6 Plan how to prevent information.
 - 9.7 Plan how to find information.
 - 9.8 Diagnose a fault.
 - 9.9 Plan how to deal with hazards and difficulties that might arise.
 - 9.10 Plan how to deal with things that have gone wrong.
10. **Decision making: choosing between alternatives**
 - 10.1 Decide when action is required.
 - 10.2 Decide which category something belongs to.
 - 10.3 Decide between alternative courses of action.
 - 10.4 Decide how to make the best of an awkward situation.
 - 10.5 Decide on a correct response when accidents or emergencies occur.
11. **Monitoring: keeping track of progress and checking**
 - 11.1 Check that he/she is performing a task to standard.
 - 11.2 Monitor a process or activity.
 - 11.3 Monitor the availability of stocks or materials.
 - 11.4 Check the quality and condition of equipment, materials or products.
 - 11.5 Check written information.
 - 11.6 Monitor the safety of the workplace.
 - 11.7 Notice that things have gone wrong, and that action is required.

PRACTICAL

12. **Preparing for a practical activity**
 - 12.1 Locate the place where work is to be carried out if it is not the usual one.
 - 12.2 Identify or locate: **TOOLS, EQUIPMENT, MACHINERY, MATERIALS, STOCK OR ITEMS, ANIMALS.**
 - 12.3 Handle, lift or transport:
 - 12.4 Check and adjust or clean:
 - 12.5 Arrange for safe and easy working:
 - 12.6 Carry out start-up procedures.
 - 12.7 Adjust heating, lighting, ventilation.
 - 12.8 Check for potential hazards in the work area.
 - 12.9 Carry out health and safety procedures.
13. **Carrying out a practical activity**
 - 13.1 Adopt safe working practices.
 - 13.2 Lift or transport objects or materials.
 - 13.3 Manipulate objects or materials.
 - 13.4 Operate and control or adjust tools, equipment, machinery or instruments.
 - 13.5 Set up, assemble or dismantle equipment, machinery, instruments or products.
 - 13.6 Adopt safe practices in the event of accidents or emergencies.
14. **Finishing off a practical activity**
 - 14.1 Carry out procedures to turn off or hand over: **TOOLS, EQUIPMENT, MACHINERY, MATERIALS, STOCK OR ITEMS, ANIMALS.**
 - 14.2 Check products or results of activity for quality and accuracy.
 - 14.3 Carry out procedures for cleaning or routine maintenance.
 - 14.4 Carry out procedures to hand over products or results of activity.
 - 14.5 Carry out procedures to store or return: **TOOLS, EQUIPMENT, MACHINERY, MATERIALS, STOCK OR ITEMS, ANIMALS.**
 - 14.6 Restock for future requirements if necessary.
 - 14.7 Check for potential hazards in the work area.
 - 14.8 Carry out health and safety procedures.

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Youth
Training
Scheme